**Completers’ Assessments Regarding Their Impact on P-12 Learning and Development**

**Spring 2024**

**Initial Program Completers**

When asked in which areas they have most impacted student growth, initial program completers shared the following:

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| * I have assisted countless students with disabilities access the general education curriculum.
 |
| * Highly specific proficiency charts to track student growth. Students became engaged in their own learning and progress.
 |
| * N/A
 |
| * When I was a teacher, I consistently demonstrated above average growth with my students with special needs. Using formative data to guide instruction.
 |
| * I have seen the improvement in student performance as a result of my instruction on several occasions.
 |
| * N/A
 |
| * In writing.
 |

When asked about their areas of strength, initial program completers reported the following

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| * Building relationships with students, using student data to guide instruction
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| * Programmatic leadership for students with exceptionalities from students on 504 plans to gifted learners.
 |
| * Growth in student’s outcome
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| * Consideration and flexibility
 |
| * Building relationships with all members of my school community, synthesizing sources to create well-rounded, inclusive lessons, leadership.
 |
| * Patience working with special Ed students. Highly organized.
 |
| * Relationships and rapport, timeliness, reliability, optimism and positively impacting student relationships, instructional planning, developing IEPs and communication with parents.
 |
| When responding about which areas in which they felt they could improve, initial program completers responded:

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| * Deeper understanding of the biological mechanisms for student learning differences.
 |
| * Time management, organization
 |
| * Time management
 |
| * Consistency and organization
 |
| * Flexibility and thinking quickly in the moment
 |
| * Classroom management and more training for behavior issues that occur.
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When asked to share additional comments, initial program completers wrote:

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| * I would not be half of the teacher that I am without the guidance of all of those that I have encountered during my time at NDMU.
 |
| * More on lesson planning.
 |
| * Keep up the good work. Excellent program
 |
| * Better foreign language methods courses
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**Advanced Program Completers:**

Advance program completers were asked similar questions as initial completers. When responding to how they impacted student growth, advanced program completers said:

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| * The allowed me to creative interventions that aligned with the student’s data.
 |
| * Social and emotional teaching and learning
 |
| * My work supports student voice and agency as part of a larger emphasis on literacy in urban education.
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When asked about areas of strength, advanced program completers reported that:

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| * Analyzing student's needs, data, and creating effective plans that align.
 |
| * Communication and collaboration and compassion
 |
| * Consistency and reliability.
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When asked what areas they needed to improve, advanced program completers stated:

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| * I tend to focus interest more on the arts and humanities.
 |
| * Curriculum continues to change, so that would be my area to always align with the standards.
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When asked for any additional feedback or comments, advanced program completers wrote:

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| * I was in the CASE program, and I am learning that all the coursework didn't align with me to get my reading specialist in my county.
 |
| * Certain leadership groups are insular and could benefit from more diverse input in the leadership team.
 |
| * Deeper knowledge of language acquisition and grammar is necessary to identify students' and school needs to implement a program that will help implement an ESOL program and support that will ensure growth.
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